



Missouri Teacher Preparation Institution PROFILE

MISSOURI SOUTHERN STATE COLLEGE

GENERAL INFORMATION

About the Institution

- Missouri Southern State College is a comprehensive state university specializing in undergraduate education. The curriculum combines a liberal arts foundation with professional orientation and a strong commitment to international aspects of education. The college opened in 1937 as Joplin Junior College. In 1967, the college became a state-assisted, four-year college and part of the state's higher education system. Missouri Southern State College is a moderately selective, baccalaureate-level institution with an international emphasis.

Source: Missouri Southern State College (<http://www.mssc.edu>)

- Enrollment* **5,785** (5,785 undergraduates)

Non-resident Alien	1.3%
African American	2.2%
American Indian	2.7%
Asian	1.1%
Hispanic	1.3%
White	91.4%
Other	0.0%

Missouri residents 87% (undergraduates)

Male	43%
Female	57%

*Fall 2000 Headcount

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges* 93

*Fall 2001 degree-seeking undergraduate students

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students¹ 98

Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)² 3

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

Prospective students must provide 1) an application, 2) a final high school transcript with graduation date, rank in class, and grade point average mailed directly from the high school, and 3) an enhanced ACT score. Under regular admission policies, students will be admitted if a) they have a composite score of 21 or above on the ACT, or b) an admission index of at least 75 (sum of ACT percentile and class rank percentile).

Source: Missouri Southern State College, Dec 2001

- Average ACT Score of 1995 Freshmen Class*³ 21.1

*Fall 1995 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

Compiled
by the
Missouri
Department of
Elementary
and Secondary
Education

December 2001

- Tuition & Fees, Typical Full-time Undergraduate Student*

<u>Missouri Resident</u>	<u>Non-resident</u>
\$2,496	\$4,866

*2000-2001 academic year

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 13a& 13b)

About the Education Program

- The Dean of the School of Education is the chief spokesperson for the teacher education program and in this capacity is the chief administrator responsible for the teacher education programs. The dean serves under the direction of the President of the College and the Vice President for Academic Affairs. The teacher education program consists of the Teacher Education Department and Secondary Education Committee, the Teacher Education Council (which serve as the governing unit), and the Committee on Admission and Retention. The Teacher Education Department oversees all teacher education programs and is specifically responsible for the elementary education program grades 1 through 6, early childhood education program grades birth through grade 3, middle school program grades 5 through 9, special education programs grades K through 12, and TESOL program grades K through 12.

Source: Missouri Southern State College 2002-2004 Catalog

- Enrollment in Undergraduate Professional Education Programs* **653**

American Indian	4%
Asian	0.2%
African American	1.5%
Hispanic	0.9%
White	93.3%
Other	0.0%
Nonresident Aliens	0.2%
Unknown	0.0%
Missouri residents	82%
Male	28.2%
Female	71.8%

*Fall 1999 Headcount (full-time students)

Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000

Transfer Students from Missouri Public Community Colleges* 93

*Fall 2001 degree-seeking undergraduate students

Missouri Teacher Education Scholarship Students ⁴	24
Missouri Minority Teaching Scholarship Students ⁵	3

Source: Missouri Department of Elementary and Secondary Education

- Education Program Entrance Requirements

After the candidate declares a major in teacher education, two levels of admission to the teacher education program exist. The first level is application for *tentative* formal admission, which may be filed after the candidate has declared a teacher education major and successfully completed 55 semester hours of prescribed course work. Candidates must have tentative formal admittance before courses can be taken in professional education.

To qualify for tentative formal admission, candidates must

1. submit a completed application that is signed by the student's advisor
2. have a cumulative GPA of 2.75 in all course work. (All students in education must maintain a cumulative GPA of 2.5 in their teaching areas.)
3. pass all sections of the C-BASE
4. have a composite ACT enhanced score of 20 or an SAT combined score of 800
5. submit an autobiography, handwritten in correct and coherent standard English (read and approved by the student's advisor)
6. submit a passing evaluation in speech from the communications department

Convicted felons must identify themselves by so indicating on the application for admission form. Upon identification, the candidate will need to make certain documents and information available to the Admissions and Retention Committee of the Teacher Education Program.

The second level is *formal* admission, which is granted after the candidate successfully completes EDUC 329, EDUC 321, and EDUC 423. The candidate must be recommended by the instructors of these courses and must maintain a cumulative GPA of 2.75. If at any point in the program a candidate's GPA drops below accepted levels, the candidate will be dismissed from the teacher education program. Grades below a C in professional education courses will not be accepted for the degree requirements in teacher education. Candidates seeking certification in elementary, middle school, secondary, special, early childhood education, and TESOL must have a grade of C or better in each of the professional education courses in these certification areas.

Source: Missouri Southern State College, Dec 2002

- Information about Education Program Completers⁶

Completers of 1999-2000 teacher preparation program

150

Age

Under 25	50%
25-34	31%
35-44	14%
45-54	5%
55 and over	0%

Semesters: Fall 1999, Winter 2000, and Summer 2000

Source: Missouri Department of Elementary and Secondary Education

Average ACT score⁷ (applicants for certification) **23**

Source: Missouri Department of Elementary and Secondary Education: Certification Files

C-BASE scores⁸

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
135	106	235	416	310	240	393	311	236	451	330	237	431	323	235	473	315

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
135	133	235	416	296	240	393	306	236	451	320	237	431	314	235	473	300

*state median score

Source: Assessment Resource Center

Employed in Missouri public schools⁹ in 2000-2001*

111 (74%)

Missouri Public School districts employing Missouri Southern State College 1999-2000 program completers

39

Major Employers of Missouri Southern State College 1999-2000 program completers

Carl Junction R I	8	Neosho R-V	6
Carthage R IX	13	Seneca R-VII	6
Joplin R VIII	12	Webb City R VII	8
McDonald Co R-I	9		

Source: Missouri Department of Elementary and Secondary Education

Program completers in private school or out-of state

17 (11%)

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

*Does not include individuals who received their teaching credentials but were employed in another field or unemployed

RESOURCES

Institution

- Full-time Faculty at Missouri Southern 208

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

Education Program

- Full-time Education Program Faculty 13

American Indian	0
Asian	0
African American	1
Hispanic	0
White	12
Nonresident Aliens	0
Other	0

Male	2
Female	11

Doctorate Degree	11
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Missouri Teaching Certificate	9
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National Board Certification	0
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- Adjunct Education Program Faculty 22

Full-time with the institution, part-time in education 18

Part-time in education 4

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

EDUCATION PROCESSES

Institution

- Student-to-Faculty Ratio* 21:1

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Table 49)

- Average Class Size* 22

*undergraduate program

Source: Missouri Southern State College, April 1999

Education Program

- Student-to-Faculty Ratio 27:1

- Average Class Size 17

Source: Missouri Southern State College, August 2000

- Educational Philosophy

Missouri Southern State College (MSSC) teacher education faculty members realize that we live and interact in a diverse, dynamic world, and believe that overall growth and learning in this ever changing environment is accomplished experientially ~ through problem-solving and reflection. Dewey affirmed this perspective through his argument that "human beings experience the greatest personal and social growth when they interact with the environment in an intelligent and reflective manner (Ornstein & Levine, 2000, p. 39). Like Dewey we believe that the school is a diverse, democratic community, a microcosm of the larger society, and that it is the same process of problem solving and reflection that characterizes best practice in education as we seek to produce a better learning environment for every student. The new teacher must possess the ability and dispositions to

continually assess problems, devise solutions, test those solutions and make appropriate educational decisions. Thus, the pragmatic philosophy of John Dewey provides key support for the vision of Teacher as an Educational Decision Maker.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- **Practical Experience Requirements for Education Majors**

Site-based experiences include

- A. Field-based Experience: A structured experience that consists of one to 30 clock hours conducted at a school site. The experience may be an integral part of a support course, a methods course, or another professional course.
- B. Clinical Experience: A structured experience that consists of classroom and on-site experiences. By policy the number of clock hours spent in on-site experiences must not exceed more than two clock hours of on-site experience to one hour of classroom experience on campus. Clinical experiences extend on-campus experiences. Carefully structured activities in a classroom environment give the candidate an opportunity to practice what he or she is learning in the campus classes. The campus class activities provide for a debriefing of what the candidate experiences in the school classroom and for structuring new activities to be used in the classroom.
- C. Practicum Experience: A structured experience that consists of 32 to 96 clock hours (there must be 32 clock hours for every credit hour) at an approved site, e.g., Child Development Center, State Center, public school. EDUC 319 (Practicum I in Early Childhood Education), EDUC 408 (Assessment in Early Childhood), EDUC 446 (Practicum in Special Education), EDUC 471 (Practicum in Diagnosis of Reading Difficulties), and EDUC 472 (Practicum in Remediation of Reading Difficulties) are examples of this type of experience.
- D. Student Teaching: An extended field experience both in terms of time and assignments. The student-teaching experience is a 10-week experience, but in some instances a candidate may be required to student-teach beyond the 10-week minimum.

All candidates must have a multicultural experience during their student-teaching semester. They must either spend a day in the Kansas City schools (at no cost) or participate in a comparative educational experience in an urban setting.

Candidates may also compete for a slot for a student-teaching placement in Southampton, England.

Source: Missouri Southern State College, Dec 2001

- **Information about supervised student teaching**

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? **150**
- Total number of supervising faculty for the teacher preparation program during 1999-2000: **24**
- The student/faculty ratio was: **6.25/1**
- The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **10**. The total number of hours required is **400** hours.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- **Professional Development School(s)**

In order to increase global and cultural awareness, the teacher education department offers its candidates a unique comparative education experience each fall and spring semester. The experience is designed to promote a greater acceptance of and sensitivity to diverse cultures thrust into the dominant culture of local classrooms. Teacher candidates experience the atmosphere of teaching in an urban setting at elementary and secondary schools with predominantly minority enrollments in Washington, D.C.; Santa Fe, N.M.; San Antonio, TX; or New Orleans, LA. The program is sponsored by World Issues for Study by Educators (WISE) and allows the teacher candidates to gain a firsthand understanding of urban schools and diverse cultures.

To participate in the program, the teacher candidates attend six seminar sessions on the MSSC campus, conduct an article review pertaining to urban schools and students of minority groups, and

develop lesson plans for use in urban schools. The teacher candidates also attend daily seminar sessions during the experience and write reaction papers at the conclusion. During the comparative education experience, the teacher candidates observe the cooperating teachers; assist the teachers, as requested, in small groups, tutoring and other areas; and present lessons on various subjects.

During their junior year, candidates may opt to complete coursework in professional education on-site at a local school.

Source: Missouri Southern State College, Dec 2001

- **Co-curricular Programs**

Teacher education majors choose among nine student organizations: Association for Childhood Educators International (ACEI), Collegiate Middle Level Association (CMLA), Council for Exceptional Children (S-CEC), International Reading Association (IRA), Kappa Delta Pi (KDP), Missouri State Teachers Association (S-MSTA), National Education Association (S-NEA), Technology in Education (TIE), and World Issues for Study by Educators (WISE). The CMLA chapter is the national charter chapter, and its officers served as national officers in 1998-99. CEC sponsors the local Special Olympics. The IRA chapter received the national third place award for chapter programming in the spring of 2000 and sponsors a Young Authors Conference each spring. The Rho Sigma Chapter of KDP has three times (1997, 1999, 2001) been chosen as outstanding international chapters. WISE hosts a comparative education trip each semester to Washington, D.C.; San Antonio; Santa Fe; or New Orleans.

Source: Missouri Southern State College, Dec 2001

- **Instructional Technology Requirements**

The Missouri Southern Department of Teacher Education adopted the International Society for Technology in Education standards in the spring of 2000. Currently, these standards are being disbursed throughout methods courses, clinical experiences, and computer technology coursework. An ad hoc committee is redesigning the lesson plan to better demonstrate the candidate's technology skills. As student experiences expand and new hardware and software become available, the placement of these standards will be re-evaluated and redistributed.

Every candidate is required to successfully complete EDUC 301 Use of Computer Software in Education, a three-hour course. Beginning in the fall of 1999, all sections of this course incorporated Blackboard, an application that allows faculty and students to share learning materials on the web, communicate, collaborate, evaluate, and measure student progress. The program also enables instructors to create and manage course web sites without knowing HTML or other programming languages.

All candidates receive instruction in word processing, database, spreadsheet, presentation software (currently Kid Pix, HyperStudio, and PowerPoint), Internet applications for K-12 classrooms, educational software evaluation, and appropriate use of video and television. The candidates are required to demonstrate appropriate use of technology for instructional purposes by incorporating graphics, sound, and video in multimedia presentations; by the use of teacher utilities (e.g., gradebook, desktop publishing); and by the appropriate use of content specific software and peripherals. Beginning with the fall 2000 semester, the candidates will be required to demonstrate their ability to effectively plan and use instructional technology in a clinical experience. To accomplish this, candidates will integrate the use of technology into unit plans and lesson plans created for their junior internship. This will follow the restructuring of the MSSC Lesson Design, which is currently evolving.

Source: Missouri Southern State College, April 2000

- **Accredited; NCATE (National Council for Accreditation of Teacher Education)**

Source: National Council for Accreditation of Teacher Education Web Site

PERFORMANCE

- Missouri certificates* issued to Missouri Southern education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Art	K-12	1
Business Education	9-12	1
Business Education Except Shorthand	9-12	5
Early Childhood Education	B-3	21
Elementary Education	1-6	89
English	9-12	6
Mathematics	9-12	12
Middle School: Language Arts	5-9	4
Middle School: Mathematics	5-9	2
Middle School: Science	5-9	1
Middle School: Social Studies	5-9	3
Mild/Moderate: Behavior Disordered	K-12	5
Mild/Moderate: Cross Categorical	K-12	9
Mild/Moderate: Learning Disabled	K-12	3
Mild/Moderate: Mentally Handicapped	K-12	2
Music – Instrumental	K-12	2
Music – Vocal	K-12	3
Physical Education	K-12	10
Social Science	9-12	7
Spanish	K-12	2
Speech/Theatre	9-12	6
Unified Science: Biology	9-12	3
Total		197

*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education

- Performance of Program Completers* on Praxis II Exit Exam ¹⁰

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Art: Content Knowledge	1	100%	153	+	171	173
Biology: Content Knowledge	3	100%	156	165	171	169
Business Education	6	100%	550	650	641	630
Elem. Ed.: Curriculum, Instruction, & Assessment	88	100%	164	184	180	179
English Lang., Lit. & Comp.: Content Knowledge	5	100%	158	179	176	176
English Language and Literature	1	100%	500	+	615	590
Mathematics: Content Knowledge	12	100%	137	152	154	143
Music Education: Content Knowledge	5	100%	151	164	164	164
Physical Education: Content Knowledge	10	100%	153	161	158	156
Principles of Learning and Teaching (5-9)	4	100%	160	175	177	174
Social Studies: Content Knowledge	7	100%	152	170	171	168
Spanish: Content Knowledge	2	100%	158	160	170	177
Speech Communication	6	100%	530	718	686	660
Total	150	100%				

*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

Source: Educational Testing Service

- Follow-up on Missouri Southern Program Completers

Education program completers who received initial Missouri certification in 1994

114

Employed in Missouri public schools in

1995-96	75 (66%)
1996-97	74 (65%)
1997-98	66 (58%)
1998-99	67 (59%)
1999-00	62 (54%)

Employed in Missouri public schools in 1999-00, with master's degree

6 (5%)

Employed in the same Missouri public school district in

1995-96	75 (66%)
1995-97	59 (52%)
1995-98	50 (44%)
1995-99	41 (36%)
1995-00	32 (28%)

Certification Status as of Sept. 1, 2001

Holding Valid PC I	2 (2%)
Holding Valid PC II	81 (71%)
Lapsed ¹¹	31 (27%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers ¹²

Missouri school districts employing Missouri Southern graduates* 200

Missouri Southern State College had 2,022 graduates teaching in Missouri public schools during the 2000-2001 school year.

Joplin R VIII employed 15 percent (303) of the 2,022 graduates teaching in Missouri public schools during the 2000-2001 school year.

School districts employing 6 percent or more of Missouri Southern State College's 2,022 graduates teaching in Missouri public schools during the 2000-2001 school year

Neosho R-V	7%	(148)	Webb City R-VII	8%	(160)
Carthage R-IX	7%	(143)			

School districts where Missouri Southern graduates make up 25-49 percent of faculty

Avilla R-XIII	Jasper County R-V	Northeast Vernon County R-1
Bronaugh R-VII	Joplin R-VIII	Pierce City R-VI
Carl Junction R-I	Lamar R-I	Purdy R-II
Carthage R-IX	McDonald R-I	Verona R-VII
Cassville R-IV	Monett R-I	
Hume R-VIII	Neosho R-V	

School districts where Missouri Southern graduates make up 50-74 percent of faculty

Diamond R-IV	Seneca R-VII	Westview C-6
East Newton R-VI	Webb City R-VII	
Sarcoie R-II	Wheaton R-III	

*Includes all graduates of Missouri Southern teaching in the district, not just those who completed the education program
Source: Missouri Department of Elementary and Secondary Education

STARR Teachers ¹³

5

National Board Certified Teachers ¹⁴

0

Missouri Teachers of the Year ¹⁵

Source: Missouri Department of Elementary and Secondary Education

1

Other Honors and Awards Earned by Graduates

Golden Apple Awards:

1997: Becky Hunt

1999: Shelly Kraft, Steve, Gilbreth, and Doug Claxton

2000: Shanna Hubbard, Sheri Shadwick

Source: Joplin Chamber of Commerce